DOCUMENT RESUME

ED 215 041 UD 022 198

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TITLE The Project: Education and Social Environment, Rotterdam (The Netherlands). Management Assessment Paper.
INSTITUTION Rotterdam City Council (Netherlands).; Rotterdam School Advisory Service (Netherlands).
PUB DATE Oct 76
NOTE 23p.; Paper presented at Annual Meeting of the International Management Training for Educational Change (Los Angeles, CA, October 24-29, 1976). For related document see UD 022 197.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Cognitive Development; *Compensatory Education; *Educational Opportunities; Elementary Education; Foreign Countries; Language Acquisition; Lower Class Students; *Mastery Learning; Models; *Parent School Relationship; Program Development; *Socialization; Summative Evaluation
IDENTIFIERS *Netherlands (Rotterdam)

ABSTRACT

This report describes the development, implementation, and evaluation of programs designed to improve the educational opportunities of working class children in Rotterdam, the Netherlands. First, an overview of the objectives, program types, timetable and organizational structure is presented. Secondly, programs are described according to three broad categories: (1) development of thought structures; (2) social development; and (3) mastery learning in reading, mathematics, and language. A model for summative evaluation is presented in terms of sixteen variables, including socioeconomic status, cultural and educational background of parents, motivation, and emotional and cognitive development of participating students. A list of references is appended. (JCD)

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THE PROJECT: EDUCATION AND SOCIAL ENVIRONMENT ROTTERDAM (THE NETHERLANDS)

(Management Assesment Paper IMTEC-congress "The management of change in Urban Education" - Los Angelos; 24th - 29th October 1976.)

Bert P.M. Creemers

PROJECT ONDERWIJS EN SOCIAAL MILIEU
Strevelsweg 700, Appartem. 614/615,
3083 AS ROTTERDAM (tel. 010-803822)

1632 (oktober 1976)

UD 022 198

topical area: equal educational opportunity,
compensatory program.

The project: Education and Social Environment in Rotterdam (The Netherlands)

Bert P.M. Creemers.

1. Background.

In 1969 the municipality of Rotterdam initiated a project in the field of education and community development under the leadership of Grandia.

The project was located in those areas of Rotterdam where the children are apparently educationally disadvantaged. One can conclude this from the following data about these areas:

- 65% of the children go straight on into vocational education after primary education, only 35% go to one form or another of secondary education;
- two times more children stayed down than in other areas;
- the achievements on test are very low (the mean of classes is always beneath P.50).

From 1975 on there have been additional funds from the central government (i.e. the Ministry of Education and the Foundation for Educational Research) for the development, implementation and especially the evaluation of the project. At the time being the project is financed for 60% by the municipality of Rotterdam

and for 40% by the central government of the Netherlands.
In 1976 12 kindergarten and 15 primary schools were participating in the project. The schools are located in three areas of Rotterdam: Afrikaanderwijk, Oude Noorden and Crooswijk.

2. Overview of aims, programs, timetable and organizational structure.

The central aim of the project is to improve the educational opportunity of working-class children. This means the development of educational programs for children and the development of programs for the implementation of these programs in schools.
The idea underlying the project is that children learn better when their parents are also learning (or already know) what they are learning. This means the development of programs for parents and the development of programs to implement them.
In chapter 3 we shall give more comprehensive information about the program development.
A starting point of the project is that there has to be made a maximal use of the results of educational research in the development of programs.
Above that there is a formative evaluation (connected with the program development) and summative evaluation of the project, which is being carried out by Slavenburg which started in January 1976 and will continue through till the end of the project in

December 1985.

In chapter 4 we shall give more information about the summative evaluation, the formative evaluation will be described in chapter 3.

The timetable of the project is connected with the program development and the evaluation. At this moment we are working with the timetable shown in figure 1.

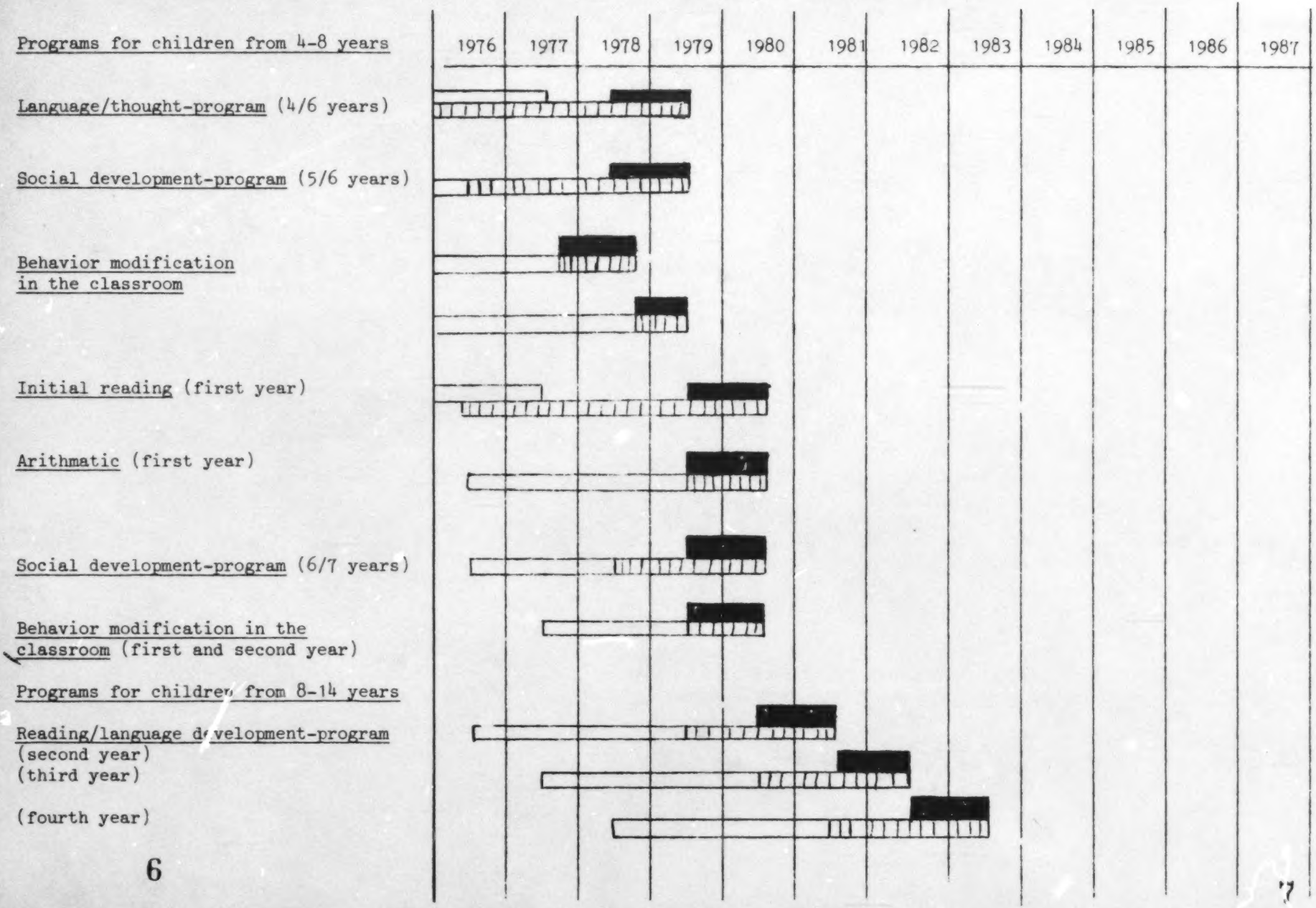
The internal organizational structure is as shown in figure 2. As this figure shows the decisions made in the separate teams (development, evaluation, implementation, etc.) come together in and are controlled by the scientific and management board of the project.

In Rotterdam the City Director of Education is responsible for the project. The city government has handed over some of its power to a Board, in which more general decisions are made about the project. The City Director of Education is Chairman of the board. Because there is a fund of the central government, the City Director of Education is responsible to the central government too. On the other hand the central government can ask for some changes in the project (For example: more attention for children from workers outside of the Netherlands).

Summarizing, the goals of the project are:

1. Development and formative evaluation of educational programs and implementation strategies.
2. Development and evaluation of programs for parents and

Fig. 1. Time table for programdevelopment, implementation and summative evaluation.



(fifth year)

(sixth year)

Arithmetic
(second year)

(third year)

(fourth year)

(fifth year)

(sixth year)

Social development-program
(second year)

(third year)

(fourth year)

(fifth year)

(sixth year)

Behavior modification in the
classroom (first and second year)

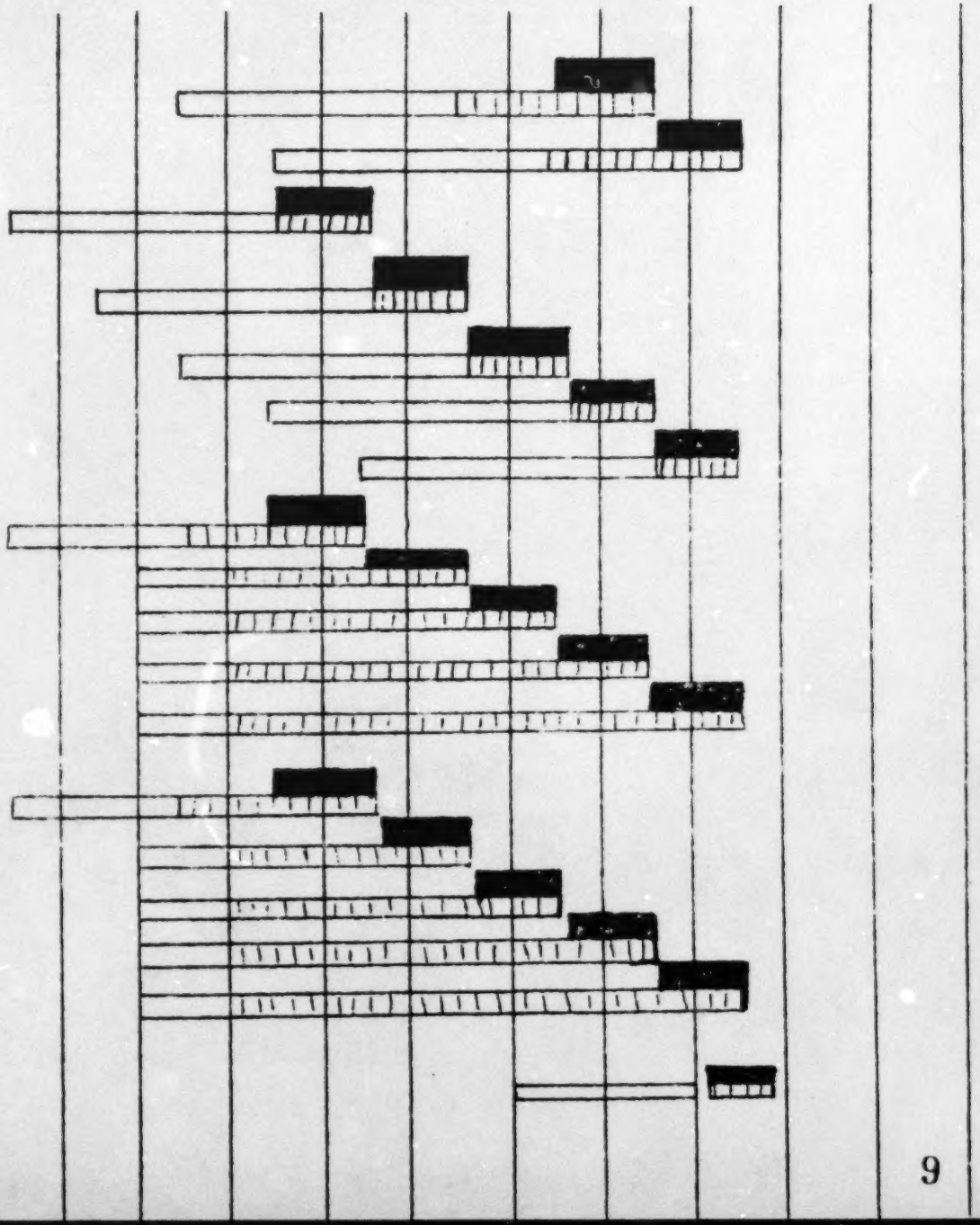
(third year)

(fourth year)

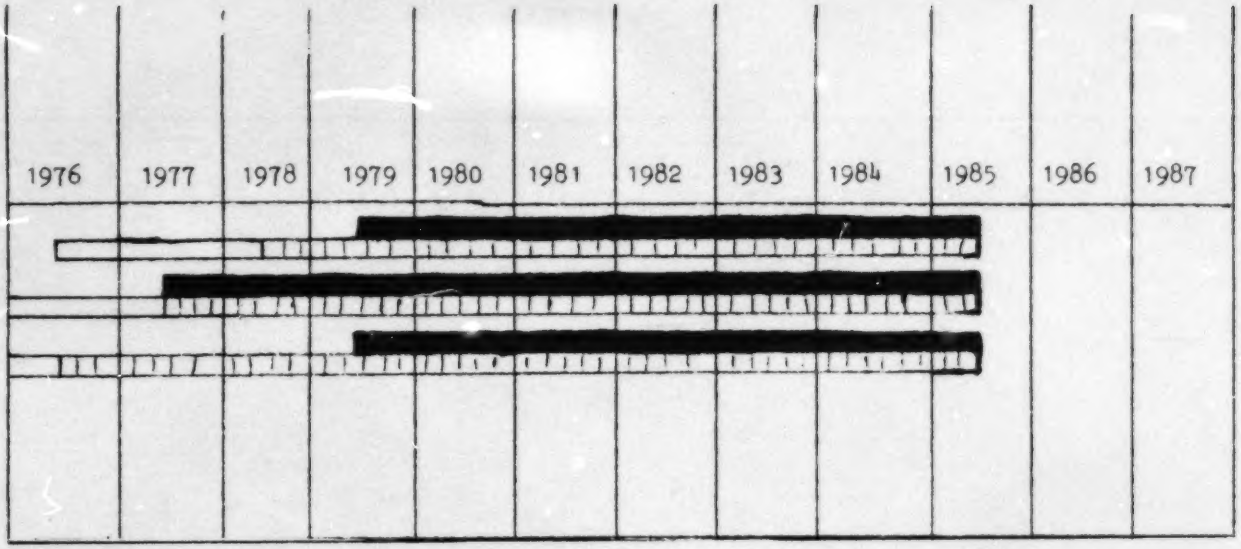
(fifth year)

(sixth year)

Transition primary/secondary education

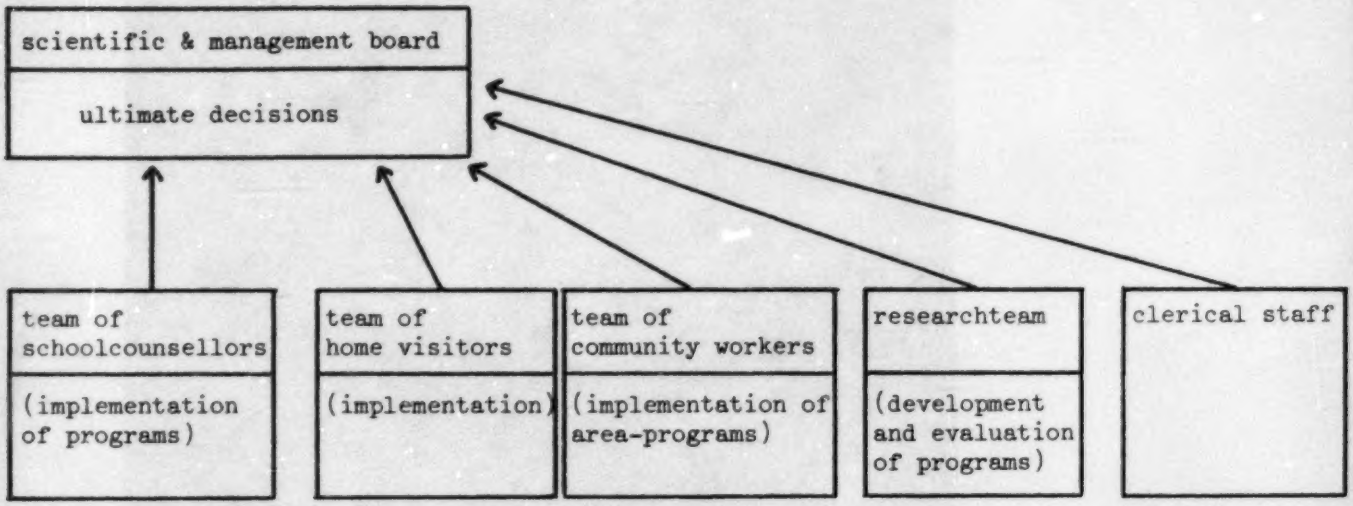


Other programs



= development stage
= implementation stage
= summative evaluation stage

Fig. 2. Internal organizational structure.



implementation strategies.

3. Development of a structure for cooperation with several authorities, who are working in the same area.
4. Implementation of new developed programs and the continuation of already implemented programs.
5. Summative evaluation of implemented programs in which factors as intelligence etc. have to be taken into account.

3. Program development.

We distinguish 3 types of programs:

1. educational programs and the connected implementation programs;
2. programs for parents and the connected implementation programs;
3. area programs.

In the following we shall give a brief description of these programs. Firstly we shall give an overview of the activities carried out in the development of the programs mentioned in 3.1. and 3.2.

a. Enumeration of the desirable long term consequences, which will make it possible to achieve the goals of the program.
b. Description of the implementation strategy which will be used.
c. Enumeration of the constraints which the implementation strategy imposes on the development of the program.

d. Legitimation of these consequences.

e. Enumeration of the program goals, which have to achieve the consequences (a).

f. Validation of the relationschip between program goals and consequences.

g. Description in which way to give concrete form to the program goals and how to validate the relationship between program goals and concrete objectives.

h. Description of the principles for the enabling behavior and the validation of it.

i. Description of the principles for the selection of teacher activities and the validation of these principles.

j. Description in which way tests have to be constructed and used.

k. Description in which way formative evaluation of the program will be carried out and the implications of the results of the evaluation for the program development.

The formative evaluation of the programs is carried out in two classes. When it has been proved that the program is effective, i.e. the pupils achieve the goals, implementation takes place. This implementation makes the summative evaluation possible.
The schools which participate in the project can decide on their own whether or not they will participate in the separate programs of the project. In connection with the summative evaluation we (the project) further that all the schools

participate in all the programs.

3.1. Educational programs and the implementation of them.

There are three types of educational programs. Firstly a program to foster the development of thought structures: seriation, classification, space and time structuring, causality and symbolic representation. In conjunction with this, there is a sub-program which focusses on language development. Language is viewed here as a form of representation. Its operation in connection with preconditions for reading is stressed, as is its use as a means of communication which can help to overcome egocentricity in thinking. For the four year olds, simple language structures and sensorimotor thought structures which precede language structures are used. Since few pre-existing programs were available, new ones had to be developed. A pre-existing program with quantification problems for children from five to seven is also being used.

The second type of program covers social development and social functioning. Social development is stimulated through training in social decentering or role-taking. Social functioning is stimulated through training in higher levels of adaptation. The researches of Flavell, Leckie, Kohlberg, Spivack and Shure were used in the development of these

programmes.

The third type of program is concerned with the development of instrumental skills: language, reading and arithmatic along the lines of mastery learning.

There is a general course designed to provide teachers with information. In a series of six meetings videotapes and observation lists are used to provide the teachers with feedback on how they are carrying out the program. Following this there is a discussion period. In the course teachers are taught how to use observation lists in the classroom.

3.2. Programs for parents and the implementation of them.

During a series of meetings with teachers parents are given the same kind of exercises to do as their children. The teachers are provided with a manual on how to guide parent meetings and how to encourage parental participation in the school. The manual stresses the usefulness of participation by parents. The parents, who are not experts like the teachers, are not supposed to take decisions. Their role is to assist the teachers. Parents who do not attend meetings or who have problem children are visited by a school counsellor. Where the child's problem is basically a problem at school, the parents are taught how to carry out a

behaviour modification program. When the problem is not a school problem the parents are sent elsewhere for advice.

3.3. Area programs.

These include the organisation of facilities for the pupils to do homework. Courses for adults are also provided in which people from outside the project participate. Counselling is provided for parent associations. Children from problem families are given help in addition to the provision of facilities for doing homework. The municipality has begun the renovating of areas which were in need of renewal in order to improve people's standard of living. The people involved in the organization of the project avoid taking stands on political questions because they believe that that is extrinsic to the project which is education and school directed.

4. Summative evaluation.

The objective of summative evaluation is to establish the long term effects of the whole of programs and the long term effects of each separate program and the combination of educational programs, programs for parents and area programs.

As shown in figure 1 we make a distinction between

a) the combination of programs for children from 4-8 years,

b) the combination of programs for children from 8-14 years.

There are the following alternatives for the decisions based on the results of the summative evaluation.

1. The whole of programs (a) (or b), or parts of it can be maintained and diffused because it is effective.
2. The whole of programs (a) (or b), or parts of it have to be replaced by an alternative approach which is more effective, based on contingency evaluation[x] (Stufflebeam, D., Educational evaluation and decision making, Itasca., 1971, 20-21).
3. The whole of programs (a) (or b), or parts of it have to be modified.
4. It makes no sense to continue with whatever approach, the project has to be terminated.

We use for the summative evaluation path analysis (cf. Blalock, H.M., et al: Causal models in the social sciences, Chicago, 1971, 18-31).

This makes it possible to control in a natural setting (external validity!) the many variables. In this way we can assess the relative weights which should be assigned to the many variables which influence the results of the project. The

[x] This contingency evaluation, which contains comparison of several projects, can not be carried out in the project.

use of path analysis makes the use of control groups superfluous and the conclusions can be made for all populations with the same characteristics.

This model for the summative evaluation requires that each year 20 classes (teachers, pupils and parents) take part in the project and the summative evaluation.
The realisation of the model also requires an empirical specification in advance; i.e. an enumeration of the variables and the causal relationships between them.
For example we give the specification for the first measurement in figure 3. The variables in figure 3 have the following interpretation:

z_1 socio-economic states of parents
y_1 statusdissention of parents
y_2 cultural level of parents
y_3 value orientation of parents
y_4 achievement motivation of parents
y_5 educational consciousness of parents
y_6 cognitive structuring of parents
y_7 parental insight in the meaning of school education
y_8 independence training by parents
y_9 expectations of the school by the child
y_{10} concentration of the child
y_{11} motivation of the child
y_{12} emotional independence of the child towards the teacher
y_{13} emotional independence of the child towards other children

y_{14} negative fear to fail

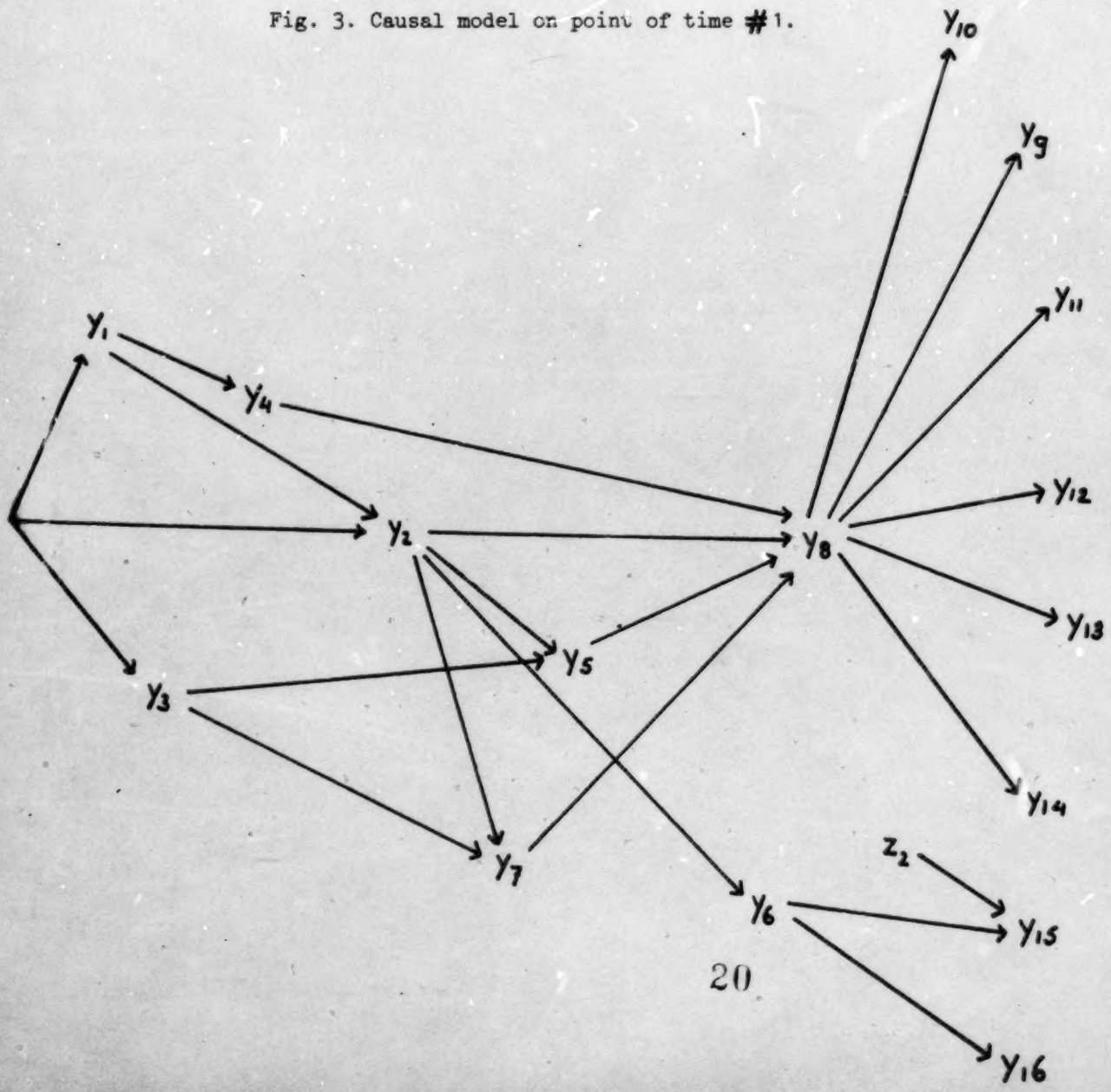
z_2 genotypic intelligence of the child

y_{15} operational intelligence of the child

y_{16} psycholinguistic ability of the child

In the subsequent measurement the programs are added as variables.

Fig. 3. Causal model on point of time #1.



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